



Pearson

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE

In Greek (9GK0)

Paper 01 Translation into English, Reading
Comprehension and Writing (research question)
in Greek

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1 marking principles for Section A

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought misspelled as drowght would be acceptable but misspelled as draught would be unacceptable as this would lead to ambiguity.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

SECTION A mark scheme (translation)

Question Number	Greek Text	Acceptable Answer(s)	Reject	Mark
1	Πολλοί θυμούνται ακόμη	Many still remember		(1)
	το βράδυ της 5 ^{ης} Ιουλίου του 2015,	the evening of the 5 th of July 2015,		(1)
	αν και πέρασαν αρκετά χρόνια από τότε.	even though several years have passed since then.	enough	(1)
	Χιλιάδες πολίτες που ψηφίσαν «όχι»	Thousands of citizens who had voted “no”		(1)
	μαζευτήκανε σε πλατείες της Αθήνας	gathered in squares in Athens		(1)
	και σε άλλες πόλεις της Ελλάδας,	and other cities in Greece,		(1)
	για να γιορτάσουν,	to celebrate,		(1)
	χωρίς καν να γνωρίζουν	without even knowing		(1)
	το αποτέλεσμα του δημοψηφίσματος.	the result of the referendum.		(1)
	Τραγουδούσαν και φώναζαν συνθήματα,	They sang and shouted/chanted slogans,		(1)
	όπως «Ο ελληνικός λαός λέει όχι»,	such as, “The Greek people say no”		(1)
	πιστεύοντας σε μια νέα αρχή για τη χώρα.	believing in a new beginning for the country.		(1)
	Μια αρχή που θα σήμαινε	A beginning which would mean		(1)
	την έξοδο από την Ευρωζώνη.	exit from the Eurozone.		(1)
Όπως ξέρουμε, αυτό δεν έγινε.	As we know, this did not happen.		(1)	

	Τρία χρόνια αργότερα, ο πρωθυπουργός Τσίπρας δήλωνε	Three years later, Prime Minister Tsipras said		(1)
	σε συνέντευξή του σε γερμανική εφημερίδα	in an interview in a German newspaper		(1)
	πως θα ενεργούσε διαφορετικά,	that he would have acted differently,		(1)
	αν γνώριζε τότε	if he had known then		(1)
	αυτά που γνωρίζει τώρα.	what he knows now.		(1)

SECTION B mark scheme (reading comprehension)

Question Number	Answer	Mark
2(i)	<p>The only correct answer is B υπέφερε.</p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
2(ii)	<p>The only correct answer is A δεν πήγαν στην Κύπρο τον χειμώνα.</p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
2(iii)	<p>The only correct answer is C συμπεριλαμβάνει διαφορετικούς τομείς.</p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
2(iv)	<p>The only correct answer is D μεγαλύτερα λιμάνια.</p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
3	<p>Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer.</p> <p>B, Η Ελλάδα δεν είναι η χειρότερη χώρα στην Ευρώπη, όσον αφορά στη διαφορά των μισθών.</p> <p>E, Πολλές εργαζόμενες μητέρες στην Ευρωπαϊκή Ένωση δεν δουλεύουν με κανονικό ωράριο.</p> <p>G, Περισσότερες γυναίκες παρά άνδρες έμειναν χωρίς δουλειά κατά την διάρκεια της κρίσης.</p> <p>H. Περισσότερες γυναίκες παρά άντρες δουλεύουν σε νοσοκομεία στην Ελλάδα.</p>	(4)

Question Number	Answer	Reject	Mark
4(a)	<p>Πιστεύουν πως ο ελληνικός κινηματογράφος δεν είναι τόσο καλός όσο ο ξένος (1)</p> <p>Πιστεύουν πως ο ελληνικός κινηματογράφος δεν είναι καλός (1)</p> <p>(Any one)</p>	<p>Για μια εσφαλμένη εντύπωση/ Για μια παρεξήγηση</p>	(1)

Question Number	Answer	Reject	Mark
4(b)	Θετικά/ γράφουν καλές κριτικές (1)	Απολαμβάνουν θετικά σχόλια	(1)

Question Number	Answer	Reject	Mark
4(c)	Είχε μεγάλη εμπορική επιτυχία/ Πολύς κόσμος πήγε να την δει (1) And Είχε θετικές κριτικές/ Κέρδισε τους κριτικούς (1)	Σπάνια βλέπουμε ταινία να έχει εμπορική επιτυχία	(2)

Question Number	Answer	Reject	Mark
4(d)	Συμβολίζει ένα αισιόδοξο μέλλον (1) And Είναι η πιο επιτυχημένη ελληνική ταινία εδώ και πολλά χρόνια (μετά από το 2003) (1)	Αισιοδοξώ για το μέλλον	(2)

Question Number	Answer	Reject	Mark
5(a)	Δεν τα γιόρταζε ανήμερα τα Χριστούγεννα/τα γιόρταζε την Πρωτοχρονιά (1)	αντί να τα γιορτάζω ανήμερα	(1)

Question Number	Answer	Reject	Mark
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5(b)	<p>Νοσταλγούσε την κουλούρα/τη ζακυνθινή πίτα (1)</p> <p>(Γιατί) δεν μπορούσε να την βρει στην Αθήνα (1)</p>		(2)
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Question Number	Answer	Reject	Mark
5(c)	<p>Του έστειλαν ένα κομμάτι πίτα (ταχυδρομικά) (1)</p>	<p>Συνέβαινε να κόβουν πίτα</p>	(1)
Question Number	Answer	Reject	Mark
5(d)	<p>Περνούσε τα Χριστούγεννα με Ζακυνθινούς/ Έτρωγε κουλούρα στα σπίτια Ζακυνθινών φίλων (1)</p>	<p>Γνωρίστηκε με κάτι Ζακυνθινούς</p>	(1)

Question Number	Answer	Reject	Mark
5(e)	<p>Προτιμούσε την κουλούρα από το σπίτι του (από την κουλούρα στην Αθήνα) (1)</p>		(1)

SECTION C mark scheme (written research task)

Knowledge and understanding of society and culture (via research) (AO4);

Understand and respond to written language (AO2); accuracy and range of language (AO3).

This grid assesses students' ability to use information from their research and additional unseen written material to demonstrate knowledge and understanding of a research subject. It also assesses their ability to evaluate, draw conclusions and sustain a line of argument.

***Note:** Students must select information from a **range** of authentic sources and must therefore refer to at least **two** research sources in their response. Responses that refer to just one **single** research source cannot be awarded marks above the bands 13-17.*

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/ references from research to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions that are frequently contradictory; frequently relies on description rather than analysis. 	1-2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.
5-8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/ references from research; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis. 	3-4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/ irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9-12	<ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/ references from research; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis. 	5-6	<ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/ irrelevant.
13-16	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from research; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. 	7-8	<ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17-20	<ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/ references from research; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. 	9-10	<ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions* are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language.
1-2	<ul style="list-style-type: none"> Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3-4	<ul style="list-style-type: none"> Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing. Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none"> Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing. Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7-8	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing. Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex language, expressing ideas in a variety of ways, resulting in articulate writing. Accurate language throughout; any errors do not hinder clarity of the communication

SECTION C indicative content

In evaluating the statement “Η επαφή με την αρχαία γλώσσα και την καθαρρεύουσα σημαίνει επαφή με τον ελληνικό πολιτισμό”, students **must** refer to the unseen stimulus **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none">• information from research regarding the origins of the language question, the relationship of Katharevousa and Ancient Greek and the significance of Katharevousa as the official language of the new nation-state (A04)• reference from research regarding emerging arguments against Katharevousa and the focus on Demotic Greek as a language that represents the modern state of Greece more aptly. Raising questions such as, for example, to what extent the language of a nation should be rooted in contemporary reality, rather than an artificial language that reflects ancestor worship, is a valid approach (A04)• information from research about the inclusion of Ancient Greek in the curriculum and claims that support or argue against how the study of older forms of Greek contribute to better language skills for Greeks nowadays (A04); students may refer to the phrase ‘Κατά τη γνώμη μου, το πρόβλημα είναι πως οι Έλληνες, ιδιαίτερα οι νέοι, δεν είναι εξοικειωμένοι με τα παλιότερα ελληνικά μας’ in the text, to support or counter an argument that sees Ancient Greek as an indispensable aspect of language education (A02)• reference from research regarding the ways in which the language issue has been politicised or linked to issues of purity, Greekness, identity and culture (A04); students may refer to the phrase ‘Εάν είσαι αποκομμένος από τη γλωσσική παράδοση, τότε είσαι αποκομμένος από την ταυτότητα, τον πολιτισμό και την ιστορία μας’ in the text, to support or counter the argument that familiarity with Katharevousa and Ancient Greek is seen by some as an indispensable aspect of modern Greek identity (A02)• arguments and conclusions consistent with their ideas/information/references/examples included in the response. (A04)

In evaluating the statement “**Το ρεμπέτικο είναι μια ζωντανή παράδοση στην Ελλάδα του σήμερα, όχι μόνο μουσικός θησαυρός του παρελθόντος**” students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> • information from research about the historical circumstances that introduced the music of rebetiko to the Greek public (AO4) • reference from research about the way rebetiko became a treasured part of Greek musical tradition; its relationship with the ‘laiko’; and its eventual assimilation into the mainstream, which gave some of the greatest rebetiko musicians the opportunity to write the popular songs that people listen to, even today (AO4) • information from research about the association of Rebetiko with outcast life and the backlash against it that became a trademark of the political and social climate of a particular period in the past, that may or may not resemble a contemporary reality (AO4); students may refer to the phrase ‘Το ρεμπέτικο δεν αντιπροσωπεύει πια μια απαγορευμένη ζωή’ in the text, in order to raise questions regarding to what extent Rebetiko is about the past and not relevant to Greek society today (AO2) • reference from research about the social conditions of the period when rebetiko flourished, in particular the poverty and marginalisation of the section of the population who created it and listened to it (AO4); students may compare these past conditions with social strife in more recent times and refer to the phrase ‘κατά τη διάρκεια της οικονομικής κρίσης, το ρεμπέτικο έγινε ιδιαίτερα δημοφιλές σε μια μερίδα του ελληνικού πληθυσμού’ in the text, in order to raise questions regarding to what extent rebetiko can be a mirror to a modern society (AO2) • arguments and conclusions consistent with their ideas/ information/references/examples included within the response. (AO4)

In evaluating the statement “Ο Μακάριος και ο Λυσσαρίδης ήταν εξίσου σημαντικές προσωπικότητες σε μια δύσκολη περίοδο της Κύπρου”, students must refer to the unseen text and their research findings as part of their answer. This may include:

Question Number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> • information from research about the characteristics of the period 1974-1983 and the challenges that the leadership and people of Cyprus faced both at home as well as on the diplomatic front (AO4) • reference from research about the leadership of Makarios and the significance for the country of the strategies that he adopted to resolve the impasse caused by the events of July 1974: for example, the path of mediation and intercommunal dialogue and later the promise of the ‘long struggle’ (AO4); students may refer to the phrase ‘πίστευε ότι για να βρει λύση στο Κυπριακό, θα έπρεπε να κάνει υποχωρήσεις’ in the text, in order to discuss the rationale and the efficacy of Makarios’ leadership • information from research about the profile of politician and president of the Cypriot Parliament Vasos Lyssarides and the significance of his role during that period. For example, his continued efforts to restore democracy in Cyprus after the events of 1974 and find a solution to the Cyprus problem, despite an assassination attempt against him or his disagreements with Makarios (AO4); students may refer to the phrase in the text ‘η πολιτική διαδρομή του Λυσσαρίδη, όπως και του εθνάρχη Μακαρίου, είναι ταυτισμένη με την ιστορία της Κύπρου’ to illustrate this point(AO2) • reference from research about the relationship between Makarios and Lyssarides, how these two leaders compare and a discussion of the claim made here, that they are both equally important politicians for that period (AO4) • arguments and conclusions consistent with their ideas/information/references/examples included in the response. (AO4)

In evaluating the statement “Μέσα στη συνεχόμενη ανθρωπιστική κρίση, αν δεν υπήρχαν οι ΜΚΟ, οι πρόσφυγες θα έμεναν αβοήθητοι”, students **must** refer to the unseen text and their research findings as part of their answer. This may include:

Question Number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> • information from research about the historical framework of the migrant crisis, namely the influx of refugees by land and by sea in 2015 (AO4) • reference from research to more recent developments regarding the continuing migrant crisis, for example the relocation of refugees and asylum seekers to other countries in the EU and the significant drop in the number of refugees in the Greek islands (AO4) • reference from research regarding the policies that the various governments in Greece have developed in response to this crisis and the nature of the infrastructure that supports those in need, for example, the camps or the relocation from the islands to houses in various cities on the mainland (AO4); students may refer to the phrase in the text ‘οι κυβερνητικές οργανώσεις και τα πολιτικά κόμματα δεν ήταν σε θέση να προστατεύσουν τα δικαιώματα των προσφύγων’ in order to substantiate their argument (AO2) • information from research on the profile and the humanitarian mission of various NGOs in Greece, for example, Arsis and Praksis, with specific examples that illustrate the importance of their work; (AO4); students may refer to the phrase in the text “Έτσι, δημιουργήσαμε τάξεις με μαθήματα υπολογιστών” in order to substantiate their argument (AO2) • arguments and conclusions consistent with their ideas/ information/references/examples included in the response. (AO4)